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*The Life and Letters of George Gordon Meade, Major-General United States Army.* By George Meade, captain and aide-de-camp and brevet lieutenant-colonel United States Army. Edited by George Gordon Meade. In two volumes. (New York: Charles Scribner's Sons, 1913. 389; 432 p. \$7.50 net)

This work, begun by General Meade's second son and completed and edited by his grandson, contains "two sets of heretofore unpublished letters written by General Meade to his wife during his absence from home, while actively engaged in the Mexican and Civil Wars, and a narrative of General Meade's life during the periods not covered by his own writings, together with an account of the battle of Gettysburg." The narrative portions of the first volume are brief and unambitious, providing merely a background for the letters which are printed without any other editorial connecting tissue. Over one-quarter of the second volume, however, is given over to a pretentious study of the battle of Gettysburg. This is a piece of work of commendable thoroughness. The account of the battle down to the morning of the third of July was prepared by the son who served on the staff of General Meade from June, 1863, until the close of the war and who was subsequently brevetted major "for gallant and meritorious services at the battle of Gettysburg." It has, therefore, much of the character of a source, with, however, less basis for criticism on the score of narrowness of vision and lack of perspective. The account reveals a mastery of the theory and practice of military strategy. The care with which Colonel Meade worked this out is shown by the twenty-four maps of the battle, indicating the position of the combatants at the various stages in the contest.

The letters furnish us with regular and intimate information on such matters as came within General Meade's notice. In these two most important periods of his military career he found his wife a devoted and intelligent confidante and the frankness of his epistolary relations with her makes this correspondence a storehouse of data with regard to his connections with military, political, and social developments. It is to be regretted that the index to this work is not more satisfactory; it scarcely lays open the wealth of material to which it is supposedly the key. In spite of this disadvantage, however, this work will do much to give a more prominent place to General Meade in the list of military heroes of the Civil War.

ARTHUR C. COLE

*Reminiscences of a Confederate Soldier of Co. C, 2nd Va. Cavalry.* By R. H. Peck. (Fincastle, Virginia: R. H. Peck, 1914. 73 p. \$.50)

This is a plainly written little account of the author's experience from

Bull Run to Appomattox. It can add nothing to the military history of the war except a little indirect testimony as to the free and easy discipline of the earlier confederate armies. A case in point is the story on page 7 of how certain mischievous privates destroyed their captain's slumbers by three times in a night untying an old horse with a habit of rooting around the tents after corn. By writing in a kindly and tolerant spirit, and giving prominence to the humorous happenings of the foraging party and the camp, the author has produced a pleasant little book that one will lay down with a feeling of satisfaction.

*The Influence of Reconstruction on Education in the South.* By Edgar Wallace Knight, Ph. D., assistant professor of education, Trinity College, North Carolina; sometime fellow in education, Teachers College, Columbia University. [Teachers College, Columbia University, Contributions to Education, no. 60.] (New York: Teachers College, Columbia University, 1913. 100 p. \$1.00)

We are told by one school of historians that public education in the southern states was inaugurated by the locally much despised carpetbag and Negro governments of the reconstruction period; by others we are assured that the reconstruction school policies accomplished no permanent results except bad ones. Which view is correct? Is either wholly correct? Mr. Knight, the author of this book, undertakes to answer these questions for North Carolina and South Carolina, which are taken as typical southern states.

In order to arrive at a proper estimate of the educational system of reconstruction the author makes a comparative study of ante-bellum and post-bellum conditions in each state. In North Carolina, in spite of the sparseness and poverty of the population, there was a steady development of a public school system, with public opinion more and more strongly favoring it until, according to the testimony in 1869 of the carpetbag superintendent of education, "North Carolina had a creditable system of common schools at the outbreak of the Civil War." There were then 2,834 tax supported schools in 79 counties in which were enrolled 108,938 children out of a total of 186,174 children of school age. The system was strong enough to last through the Civil War. The school term was longer in 1860 than it was again before 1900 and the salaries paid were better than those of reconstruction.

The authors of the reconstruction system of education in North Carolina were, as in other states, anxious to use the schools for the purpose of inculcating their peculiar principles into the young confederates and the freedmen. This attitude, though translated into action in but few instances, was the principal cause of the practical failure of the carpet-